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ABSTRACT

This study addresses the question of why some minority groups do relatively well in school, in spite of facing substantial barriers while other minorities confronting similar barriers do far less well in school. The exploration proceeds largely through examining and comparing the school-adaptation patterns of minorities who are relatively successful academically with the adaptation patterns of others who are less successful. As the variability between immigrant and involuntary minorities appears to be an international phenomenon, studies from Australia, New Zealand, Japan, Britain, the Caribbean, and the United States are included. The book is organized into three sections. The first section consists of an introductory chapter discussing the theoretical framework. The second section comprises 10 case studies: 3 on immigrant minorities, 3 comparing immigrant and involuntary minorities, and 4 focusing on involuntary minorities. Most but not all of the case studies are based on ethnographic data collected by the authors. The third section summarizes the book and discusses some implications for policy and practice. Each chapter has an extensive list of references. Included is a 57-item annotated list of supplementary readings. (JB)

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